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ABSTRACT

This handbook was designed as a referenced guide to the Los Angeles Unified School District (LAUSD) testing program. Many year-round schools have been created in the district. This has necessitated adjustments in the testing schedule so that all LAUSD students are tested in the same time frame in their educational programs. The handbook was developed for use by staff in schools, area offices, and central offices. The testing programs are grouped into three main areas including state tests, norm-referenced tests, and criterion-referenced tests. A chart illustrates the test sequence in grades 1 through 12. Each test in the program is described in detail. The following testing programs are included: the California Assessment; Physical Performance; District; Elementary Secondary Education Act Title I and State Compensatory Education; Bilingual Education; Basic Inventory of Natural Language; Elementary School Competency; and Secondary School Competency. The guidebook includes a useful school/program planning worksheet. (DWH)

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

DISTRICT TESTING PROGRAM 1981-82

GRADE	ELEMENTARY						JUNIOR HIGH			SENIOR HIGH		
	1	2	3	4	5	6	7	8	9	10	11	12
STATE TESTS	■		■			■						■
California Assessment Program (CAP) Matrix Sampling Tests. State percentile ranking of schools and districts*. No pupil scores	Readiness		Reading Math Spelling Language			Reading Math Spelling Language						Reading Math Spelling Language
Physical Performance Test for California (PPT) State percentile for schools and district. Pupil scores					■		■			■		
NORM-REFERENCED TESTS	**	*	■	*	■	■ *	**	■	**	**	■ **	**
Comprehensive Tests of Basic Skills National norm percentile scores for schools and district. Pupil scores			Reading Math		Reading Math	Reading and/or Math (Optional)		Reading Math			Reading and/or Math (Optional)	
CRITERION-REFERENCED TESTS	■	■	■	■	■	■	■			■	□	□
Tests of Skill Mastery Meet AB65 Competency Test requirements Pupil scores Tests are diagnostic/prescriptive for instructional materials	Survey of Essential Skills: SWRL/ LAUSD Developed Competency-Based Tests in Reading, Math, and Language Skills at Grades 1 through 6: Writing Skills at Grades 3 and 6						PAIR – Reading ASC - Math WRITE, Jr. - Writing			SHARP - Reading *'79 TOPICS - Math *'81 WRITE, SR. - Writing *'81 * Required for H. S. diploma. Pupils May be re-tested in Grades 11 and 12 if mastery not achieved in Grade 10		

NOTE: * Testing is required at these grade levels for pupils in Bilingual Programs.
** Testing is required at these grade levels for students in Title I Compensatory Education and/or Bilingual Programs.

HANDBOOK OF TESTING PROGRAMS

IN THE

LOS ANGELES UNIFIED SCHOOL DISTRICT

1981-82

Prepared by the

Research and Evaluation Branch

of the

LOS ANGELES UNIFIED SCHOOL DISTRICT

October 1981

LOS ANGELES UNIFIED SCHOOL DISTRICT

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TESTING IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT
1981-82

The Los Angeles Unified School District (LAUSD) testing program has become increasingly complex in recent years. Competency tests have been introduced at all grade levels, and the national norm testing has been expanded to include students in the bilingual/bicultural programs. In 1981-82, the number of Year-Round Schools has been greatly increased, and adjustments have been made in the testing schedule to accommodate these schools so that all LAUSD students are tested during the same time frame in their educational programs.

This handbook is designed to serve as a reference and guide to testing for staff in schools, area offices, and central offices. The chart on the inside cover gives a visual grade-by-grade overview of the testing programs in which all schools participate. Please note that the chart does not include all testing used to evaluate special programs. Information about Title I and Bilingual/Bicultural testing programs, however, is included in this handbook. This information is based on the 1980-81 state guidelines and may change during the 1981-82 school year.

Each of the following testing program descriptions includes the name of the Research and Evaluation staff member to be contacted for additional information. These testing programs include:

1. State Tests

   a. California Assessment Program
   b. Physical Performance Testing Program

2. Norm-referenced Tests

   a. District Testing Program
   b. ESEA Title I and State Compensatory Education Testing Program
   c. Bilingual Education Testing Program
   d. Basic Inventory of Natural Language Testing Program

3. Criterion-referenced Tests

   a. Elementary School Competency Testing Program
   b. Secondary School Competency Testing Program

Long-range comparisons of test results at the District, Area, and/or school levels should be made cautiously due to fluctuating pupil population patterns. Changes may be attributed to: (1) shifts in the racial-ethnic composition, such as an influx of immigrants; (2) groupings for integration purposes, such as magnet schools and centers; as well as (3) mainstreaming of special education students into regular school programs. Thus, test scores may show a higher or lower achievement level from one school year to the next as a result of population shifts rather than as a result of achievement level changes for the same students.

CALIFORNIA ASSESSMENT PROGRAM

Legal Bases for the Program

1. AB 665 (1972), AB 919 (1978)

2. 1977 Education Code Sections 60640-60664

Description of the Program

The present California Assessment Program (CAP) in grades 3, 6, and 12 utilizes matrix sampling with tests constructed from item pools. Each test has several parts, and pupils take only that part randomly assigned to them.

Consumable materials and scoring are provided by the State of California.

Tests/Instruments Used

1. The Entry Level Test is a readiness assessment instrument administered during the first school month to first-grade pupils.

2. The Survey of Basic Skills includes sections on reading, written language, and mathematics. Grade 12 is tested during the fourth school month; grades 3 and 6, during the eighth and ninth school months.

3. A questionnaire on demographic and socio-economic factors is completed by school administrators.

Reporting Test Results

Each district receives a summary report and a report for each school; large districts also receive administrative area summaries. There is no individual pupil report.

Data reported are the percent of correct responses or scaled scores compared with previous performance and with schools having comparable background factors. The report includes a table showing the percentages of pupils in each quarter of the State distribution and a diagnostic profile in reading, written language, and mathematics. Schools are not routinely notified of their State percentile rank, but this information is available.

Using Test Results

School administrators, staff, and parents use test results for program review and improvement while sponsors of special programs use them in decision-making. These test results are also reported by several media.

CAP scores cannot be used in individual pupil counseling, should not be used in teacher evaluation, and should be used cautiously when comparing schools.

For assistance, please call Dr. David Pokipala, 625-6207.

PHYSICAL PERFORMANCE TESTING PROGRAM

Legal Basis for the Program

Education Code Sections 60608-60611

Description of the Program

The Physical Performance Tests (PPT) were an outgrowth of the interest in the late President Kennedy's physical fitness program. The PPT task series has been designed to yield information on fitness, stamina, strength, and agility. The tests are administered each year from the seventh through the ninth school months to all fifth-, seventh-, and tenth-graders physically able to complete the testing or any part of it. Pupils younger than ten years of age are not tested.

The State Department of Education publication, The Physical Performance Test for California, revised 1981, presents a developmental program of activities to be used prior to the testing period.

Tests Used

Separate norms are provided for boys and girls, ages 10-18, for the following skills in the test battery:

TEST EVENTS	PRIMARY ELEMENTS
STANDING LONG JUMP	Leg power
KNEE BENT SIT-UP	Abdominal strength and endurance
CHAIR PUSH-UP	Upper body and arm strength and endurance
SIDE STEP	Agility, balance, and coordination
PULL-UP	Upper body and arm strength and endurance
FLEXED-ARM HANG	Upper body and arm strength and endurance
JOG-WALK	Cardiorespiratory endurance

Reporting Test Results

An individual pupil report with raw scores and State percentile equivalents is filed in the cumulative record folder. Class rosters are submitted to the District for processing. Results are presented to the District Board of Education annually, and the District, upon request, must also submit results to the State Department of Education.

Using Test Results

Scores are used for counseling and individual program-planning. They may not be used as a factor in promotion or graduation. School or District scores may be used to assess the physical education program activities.

For assistance, please call Dr. David Pokipala, 625-6207.

DISTRICT TESTING PROGRAM

Legal Basis for the Program

Board Rule 2229 "State-Required and District-Approved Evaluation Program"

Description of the Program

The District Testing Program of the Los Angeles Unified School District utilizes the Comprehensive Tests of Basic Skills (CTBS), Form S. For the school year 1981-82, testing of pupils in grades 3, 5, and 8 will occur during the eighth and ninth school months. Testing of pupils in grades 6 and 11 will be optional and will occur during this same period.

The purpose of the District Testing Program is to provide individual pupil data which enable staff to plan individual and special programs, to screen pupils for program placement, and to evaluate existing programs.

Tests Used

The appropriate levels of CTBS are listed below:

Grade 3	-	CTBS, Form S, Level 1 - Reading and Math
Grade 5	-	CTBS, Form S, Level 2 - Reading and Math
Grade 6 (optional)	-	CTBS, Form S, Level 2 - Reading and/or Math
Grade 8	-	CTBS, Form S, Level 3 - Reading and Math
Grade 11 (optional)	-	CTBS, Form S, Level 4 - Reading and/or Math

Reporting Test Results

Test results are reported by using the publisher's national norms to present and interpret the data. The school-by-school results show the median percentile for pupils in each grade tested. The pupil rosters give subtest raw scores, the percentile, and the stanine attained by each pupil.

Additionally, a frequency distribution is generated for each school by grade level. This distribution lists all possible scores on the test and the number of pupils who achieved each possible score. A summary report is produced showing school, Area, and District results. The summary report also shows results attained by pupils according to language fluency.

LEP/FEP - Limited-English Proficient and Fluent-English Proficient
FEP - Fluent-English Proficient
LEP - Limited-English Proficient

For the District and Area reports, the LEP/FEP designation is used when reporting the median percentile, Q3, and Q1 for the entire grade enrollment in the District.

Using Test Results

The Research and Evaluation Branch annually prepares a publication reporting District, Area, and school test results. Test results are used by schools as one component in evaluating and planning their programs. The results are used by the District to assess how pupils in the LAUSD compare with their peers nationally.

For assistance, please call Linda Pursell, 625-6362.

ESEA TITLE I AND STATE COMPENSATORY EDUCATION TESTING PROGRAM

Legal Bases for the Program

1. Elementary and Secondary Education Act (ESEA), Title I, PL 95-561 and Regulations

2. AB 65, Chapter 6 - State Compensatory Education (SCE) and Regulations

Description of the Program

In grades 1-12, all participants in programs funded by ESEA Title I or SCE are to be tested in reading and mathematics at least annually.

Tests Used

The assessment instruments used must be either nationally normed tests or criterion-referenced tests which have been equated to a nationally normed test. Both types will be used for reporting achievement results during 1981-82. In elementary grades, reports of achievement will be based on scores obtained from the Survey of Essential Skills (SES)--see the Elementary School Competency Testing Program. The CTBS, Form S, will be administered in grades 7-12, to assess reading and mathematics achievement.

CTBS tests to be used in 1981-82 are: Grades 7-8 CTBS/S-3; and Grades 9-12 CTBS/S-4. (Read: CTBS/form-level). CTBS/Español will be used to assess the reading and mathematics achievement of Spanish-speaking pupils receiving reading instruction in Spanish in grades 1-6 bilingual classes. The levels used will be: grade 1, Level B; Grade 2, Level C; grades 3-4, level 1; and grades 5-6, level 2.

Reporting Test Results

In addition to the reports produced by the various District testing programs, Title I/SCE schools receive a special one-page summary showing test results for all grades at their schools. Results for "matched" pupils (those who were tested at the same school for two years), as well as for all pupils tested, are shown by language fluency (FEP and LEP) both combined and separately. The report also provides information about the percent of matched pupils who scored below the national median (50th percentile) and the percent of FEP and LEP pupils by grade.

Matched results by language fluency are reported to the State Department of Education (SDE) on computer tape. The SDE then reports those results to the State Board of Education and the United States Department of Education.

Using Test Results

Matched test results are especially useful to schools in evaluating their Title I/SCE programs since these results provide data on pupils who participated for at least one full year in the schools' programs. Data from the report are also used in compiling each school's needs assessment as part of writing school level plans.

For assistance, please call Jim Bailey, 625-6207.

BILINGUAL EDUCATION TESTING PROGRAM

Legal Bases for the Program

1. AB 507, (1980)

2. AB 65, Chapter 5

The State regulations for AB507 have not been finalized. An insert detailing the testing program will be distributed at a later time.

BASIC INVENTORY OF NATURAL LANGUAGE PROGRAM

Legal Bases for the Program

1. AB 507 (1980)

2. LAUSD Lau Plan, Lau v. Nichols (414 U.S. 563)

Description of the BINL Testing Program

1. IDENTIFICATION

   The Basic Inventory of Natural Language (BINL) is a standardized, individually administered test of oral language proficiency. All students in grades K-12 with a home language other than English are given the BINL to determine their oral English proficiency classification. This testing is to occur within 30 days of the start of the school year for pupils new to the District. After the first 30 days, new pupils must take the BINL within 10 days of enrollment.

2. Transition (Reclassification): A Limited-English Proficient (LEP) student must qualify as FES (functional-English speaking) on the BINL to be considered for transition (reclassification) to an English-only program. This is only one of several criteria which have to be met.

3. Primary Language: (a) Identified K-6 LEP pupils participating in a bilingual classroom must be tested with the BINL in their primary language for diagnostic purposes; and (b) secondary, Spanish-speaking LEP students in a bilingual/bicultural program (who do not pass the CTBS Español, Level C,) must be tested with the BINL in Spanish for the same purpose.

4. Retesting: A student may be reassessed when a parent, teacher, or school administrator expresses reasonable doubt about the accuracy of the pupil's language classification. A BINL retest must be given and sent to the Research and Evaluation Branch, BINL Processing Center, G-265, within 10 days after the school receives the student's first BINL classification.

Reporting BINL Test Results

BINL test results come to the school in one computer printout, BINL Report 20 Report 20 shows detailed information for each student. A BINL label summarizing the results is issued for each pupil and must be placed on the cumulative record.

Using BINL Results

BINL scores are used to classify students according to English oral language proficiency. LEP students are given an appropriate curriculum reflecting their linguistic and cultural needs. BINL results also are used to provide student counts by language proficiency for various District, State, and Federal reports.

For assistance, please call Miyeko Heishi or Ed Negrete, 625-6026.

ELEMENTARY SCHOOL COMPETENCY TESTING PROGRAM
GRADES 1-6

Legal Bases for the Program

This annual assessment is based on the requirements of California AB 65 and the Los Angeles Unified School District Board of Education Communication No. 7 summarized below:

1. AB 65, Section 51216
   . . .the governing board of each district maintaining an elementary school shall take appropriate steps to ensure that individual pupil progress toward proficiency in basic skills is assessed in the English language during the regular instructional program at least once during the 4th through 6th grade experience. . . .

2. Communication No. 7
   The skills as listed in the elementary school continuums are to be used as the basis for the development of criterion-referenced assessment instruments to be administered in grades 1-6 each school year and to be used as the basis for an instructional program which assists pupils to reach the competencies identified.

Description of the Program

At the elementary school level, pupils in grades 1 through 6, including LEP pupils in bilingual classes who began English reading by the end of the second school month, are assessed annually in reading, written composition, and mathematics. In grades 3 and 6, the writing skills of pupils are also tested. The assessment instrument is the Survey of Essential Skills (SES), and a separate version is used for each grade level. The tests are administered each spring semester; results are available to school staffs at the opening of the fall semester.

Tests/Assessment Instruments Used

The tests for each grade level are combined in a single booklet. Each test is untimed with 40 to 60 minutes allotted for administration. Grade 1 and 2 pupils mark answers directly on their test booklets, while pupils in grades 3, 4, 5 and 6 use separate answer sheets.

Reporting Test Results

Schools receive an individual report for each pupil listing the skills from the continuum, the test items assessing each skill, and the pupil's score for each item. This provides teachers bases for assigning pupils to ranges 1, 2, or 3 and for planning remedial instruction. Grade level summaries are also provided.

Using Test Results

Teachers and school staffs use the test results to evaluate and improve individual achievement and the overall school program. Results are shared with parents and are one of several criteria used in making decisions regarding the promotion or retention of pupils. Parent conferences are required for grade 6 pupils who scored in range 3 on the grade 5 test.

For assistance, please call Linda Pursell, 625-6362.

SECONDARY SCHOOL COMPETENCY TESTING PROGRAM
GRADES 7-12

Legal Basis for the Program

AB 65, Article 2.5 states, in essence, that local boards of education must adopt standards of proficiency for secondary students in the basic skills of reading comprehension, writing, and computation. Proficiency is assessed in the English language during the regular instructional program for all students (a) twice during grades 10 and 11 and (b) once during grades 7-9. No student shall receive a diploma of graduation from high school unless the standards of proficiency for the three basic skills have been met.

Description of the Program

SHARP/ PAIR - Specific vocabulary, comprehension and location/study skills related to understanding/completion of application forms, financial transactions, information sources, pictorial representations and written communications.

TOPICS/ ASC - Computational skills needed to identify and apply appropriate mathematical processes to given, problem-solving situations.

WRITE: Sr/ WRITE: Jr - Enabling skills of standard grammar, spelling and syntactical sentence structure. Satisfactory completion of two writing samples in paragraph form in response to a given prompt (reinstated requirement for the 1981-82 grade 10 class and subsequent classes).

Tests/Assessment Instruments Used

The performance tests developed for use in the Los Angeles Unified School District to fulfill the AB 65 requirements are:

Grades 10-12 - Senior High Assessment of Reading Performance (SHARP)
Grades 10-12 - Test of Performance in Computational Skills (TOPICS)
Grades 10-12 - Test of Performance in Composing/Enabling Skills (WRITE: Sr)
Grades 7- 9 - Performance Assessment in Reading (PAIR)
Grades 7- 9 - Assessment of Skills in Computation (ASC)
Grades 7- 9 - Test of Performance in Composing/Enabling Skills (WRITE: Jr)

Reporting Test Results

After the answer sheets are scored, schools receive an individual diagnostic one-page report for each student not passing (senior high) or in range 3 (junior high). This information is to provide teachers with a basis for the necessary instructional program. Schools inform the parents by letter of the test results and hold parent conferences for those students not passing.

Using Test Results

If students do not pass SHARP, TOPICS, WRITE: Sr in grade 10, they will, after remedial instruction, have additional opportunities to pass before the graduation date. If students do not demonstrate competency in PAIR, ASC, and WRITE: Jr in grade 7, they will receive specialized instruction as part of the regular school program. The dates and number of opportunities for additional assessment are at the option of the local school.

For assistance, please call Jesse Pinion, 625-6362.

SCHOOL/PROGRAM PLANNING WORKSHEET

School/Program _____ Area(s) _____

TEST _____ GRADE(S) _____ DATE(S) _____

State

Norm-referenced

Criterion-referenced